



## Burton-Pack Elementary

111 Gardner Drive  
Columbia, SC 29204

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	437 Students	
<b>Principal</b>	Dr. Denise Collier	803-691-5550
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

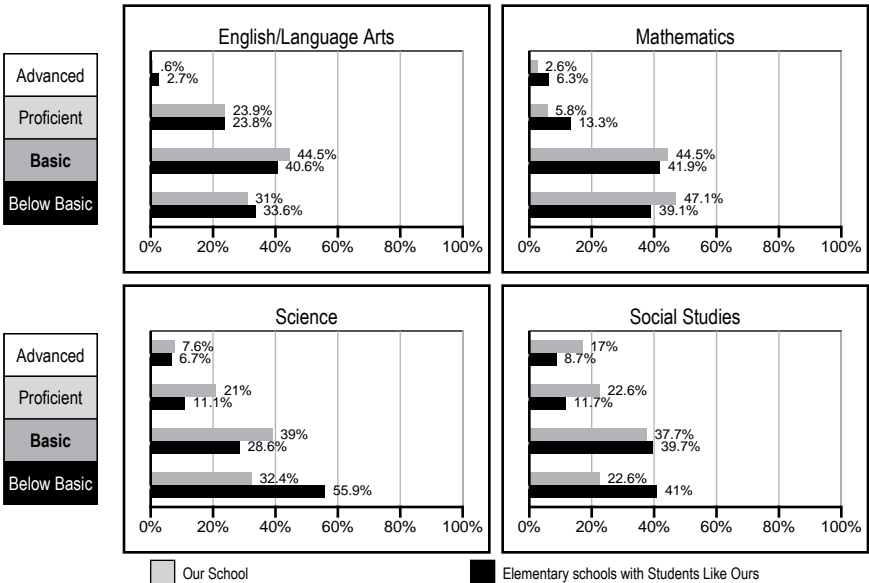
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	3	26	41

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=437)</b>				
First graders who attended full-day kindergarten	80.8%	Down from 94.6%	100.0%	100.0%
Retention rate	5.4%	Up from 5.0%	3.1%	2.3%
Attendance rate	95.9%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	1.6%	Up from 1.5%	2.7%	10.4%
With disabilities other than speech	4.4%	Down from 7.1%	7.6%	7.5%
Older than usual for grade	2.2%	Up from 1.2%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	47.7%	Down from 58.1%	52.9%	56.7%
Continuing contract teachers	45.5%	Down from 58.1%	66.7%	77.3%
Teachers with emergency or provisional certificates	3.3%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	77.6%	Up from 66.3%	81.5%	86.4%
Teacher attendance rate	92.8%	Down from 94.8%	94.8%	94.9%
Average teacher salary	\$44,322	Up 3.4%	\$43,737	\$45,345
Professional development days/teacher	7.6 days	Down from 16.7 days	13.7 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.5 to 1	16.1 to 1	18.5 to 1
Prime instructional time	86.5%	Down from 87.7%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,786	Up 7.4%	\$8,435	\$7,052
Percent of expenditures for instruction*	81.7%	Up from 80.2%	68.3%	69.1%
Percent of expenditures for teacher salaries*	75.0%	Down from 75.3%	60.5%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration, respect for individual and cultural differences, an atmosphere in which students can develop self-worth, and parent/community involvement and support.

To accomplish this goal, the continuous achievement of the Burton-Pack students is the focus of all staff members. There is on-going assessment of mastery of the state standards through PACT-like quizzes, district benchmarks, and weekly standards-based evaluations. There is also extensive team-teaching with literacy coaches, data analysis, and professional learning communities' meetings. Special celebrations and recognitions occur as our students demonstrate proficiency.

Burton-Pack Elementary School has made significant progress over the last years. There is continual emphasis on standards-based instruction and academic rigor. There is also substantial support that is provided each day. This is shown through sustained professional development, coaching, observations of colleagues, and visitations to high-achieving schools.

Initiatives of Burton-Pack included the After-School Tutorial Program, daily small-group instruction, Accelerated Reader, SuccessMaker, and the six-week Saturday Academy program. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an ongoing basis. The program provided tutoring in math, reading, science, and social studies in a structured and supervised environment. The Saturday Academy provided intensive instruction to 80 students in grades 3-5 who were identified as having the potential to score Proficient and/or Advanced on 2008 PACT.

Small-group instruction occurred with teachers providing remediation to students each day. The final initiative was the Math Instructional Focus. On each half-day Wednesday morning, all staff engaged in team teaching. Rigorous and challenging math activities were done with all students.

In addition to the academic improvements, there have been positive outcomes with the following: student attendance increased from 91.5% to 95.9%, percentage of parental involvement increased from 85% to 100%, and professional development days for teachers increased from 16.1 to 18.6.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards by 2008. We are moving to the next degree at Burton-Pack Elementary!

Edia Benson, SIC Chairperson

Dr. Denise Collier, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	43	50	36
Percent satisfied with learning environment	74.4%	84.0%	75.0%
Percent satisfied with social and physical environment	79.1%	82.0%	83.3%
Percent satisfied with school-home relations	40.5%	90.0%	77.1%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.5%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	175	100	31	44.5	23.9	0.6	37.4	41.2	48.2	Yes	Yes
<b>Gender</b>											
Male	91	100	29.8	52.4	17.9	0	33.3	35	41.7	N/A	N/A
Female	84	100	32.4	35.2	31	1.4	42.3	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	172	100	31.6	44.7	23	0.7	36.8	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	66.7	28.6	4.8	0	9.5	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	31.5	43	24.8	0.7	38.3	31.2	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	175	100	47.1	44.5	5.8	2.6	23.9	34.9	45.8	No	Yes
<b>Gender</b>											
Male	91	100	48.8	45.2	3.6	2.4	23.8	33.8	45.6	N/A	N/A
Female	84	100	45.1	43.7	8.5	2.8	23.9	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	172	100	48	43.4	5.9	2.6	23	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	81	19	0	0	9.5	12.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	47	45	5.4	2.7	23.5	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	119	100	32.4	39	21	7.6	28.6	25.3	35.7	95.9	96.1
Gender											
Male	61	100	40.4	33.3	19.3	7	26.3	26	37.4	95.6	95.8
Female	58	100	22.9	45.8	22.9	8.3	31.3	24.6	33.8	96.3	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	96.7	96.3
African American	116	100	33.3	38.2	21.6	6.9	28.4	16.4	17	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	97.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	15	100	75	25	0	0	0	8.9	14	95.9	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	85.5	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	98.1	96.7
Socio-Economic Status											
Subsided meals	114	100	31.7	39.6	21.8	6.9	28.7	15.1	21.1	95.9	95.8

Social Studies

All Students	119	100	22.6	37.7	22.6	17	39.6	27.2	34	95.9	96.1
Gender											
Male	63	100	22.8	36.8	21.1	19.3	40.4	28.1	36.6	95.6	95.8
Female	56	100	22.4	38.8	24.5	14.3	38.8	26.2	31.3	96.3	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	96.7	96.3
African American	116	100	23.3	36.9	22.3	17.5	39.8	18.2	19.1	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	97.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	18	100	52.9	29.4	11.8	5.9	17.6	9.7	14.4	95.9	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	85.5	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	98.1	96.7
Socio-Economic Status											
Subsided meals	113	100	21.8	36.6	23.8	17.8	41.6	16.8	21	95.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	66	100	31.5	51.9	16.7	0	16.7
	4	68	100	37.5	37.5	23.4	1.6	25
	5	59	100	42.6	48.9	8.5	0	8.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	15.7	33.3	49	2	51
	4	63	100	26.8	55.4	17.9	0	17.9
	5	53	100	52.1	43.8	4.2	0	4.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	66	100	61.1	37	1.9	0	1.9
	4	68	100	46.9	35.9	10.9	6.3	17.2
	5	59	100	38.3	57.4	4.3	0	4.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	37.3	60.8	2	0	2
	4	63	100	50	39.3	5.4	5.4	10.7
	5	53	100	54.2	33.3	10.4	2.1	12.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	33	100	75	21.4	3.6	0	3.6
	4	68	100	50	39.1	9.4	1.6	10.9
	5	29	100	56.5	39.1	4.3	0	4.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	19.2	42.3	34.6	3.8	38.5
	4	63	100	23.2	44.6	19.6	12.5	32.1
	5	25	100	69.6	21.7	8.7	0	8.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	33	100	11.5	42.3	30.8	15.4	46.2
	4	68	98.5	52.4	38.1	6.3	3.2	9.5
	5	30	100	54.2	41.7	4.2	0	4.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	0	20	32	48	80
	4	63	100	23.2	46.4	21.4	8.9	30.4
	5	28	100	44	36	16	4	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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